English – Writing (Composition) Progression

Taken from Development Matters, the Early Years Foundation Stage Statutory Framework and the National Curriculum for English

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. For further information for each year group, please refer to our writing assessment checklists.

Curriculum area of study	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning	Tell an adult what they are drawing or painting	Write simple sentences by rehearsing orally before writing	Write sentences by saying out loud what they are going to write about.	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	Plan their writing by: • discussing writing similar to that which they are planning to write in order to show a growing understanding of structural, vocabulary and grammatical choices • discussing and recording ideas	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas • in writing narratives, begin to consider how authors have	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary

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							developed characters and settings in what pupils have read, listened to or seen performed	• in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting and writing	Ascribe meaning to marks	Write simple sentences by rehearsing orally before writing	Write sentences by: • composing a sentence orally before writing it • sequencing sentences to form short narratives	Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say,	Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • beginning to use paragraphs	Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • using paragraphs or	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and begin to	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating

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				sentence by sentence	to structure writing • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] appropriately	sections to organise and structure according to purpose and audience • in narratives, creating settings, characters and plot	integrate dialogue to convey character and advance the action • using an increasingly wide range of devices to build cohesion within and across paragraphs	dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
Evaluate and edit including proof-reading	Show mark making to an adult to receive feedback.	Re-reading what they have written to check that it makes sense.	Re-reading what they have written to check that it makes sense. Discuss what they have	Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and	Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to	Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to

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		Discuss what they have written with the teacher or other pupils and receive feedback.	written with the teacher or other pupils.	teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including using the correct tense consistently • re-reading to check that their writing maintains Standard English form Make simple additions, revisions and proof-read corrections to their own writing, including spelling and punctuation errors	suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including pronouns and nouns to aid cohesion and avoid repetition • re-reading to check that their writing maintains Standard English forms correctly Make simple additions, revisions and proof-read corrections to their own writing, including	vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and (mostly) correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors	vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

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						spelling and punctuation errors		Proofread for spelling and punctuation errors
Reading own writing aloud	Recognise their own mark making.	Read their writing to an adult.	Read their writing aloud, clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read their own writing aloud to a group or the whole class, using appropriate intonation and demonstrating a growing awareness of how to control the tone and volume so that the meaning is clear.	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, showing a good awareness of how to use appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.